

McBEE ELEMENTARY

284E Maple Avenue
McBee, South Carolina 29101

| | | |
|----------------|---------------------------|--------------|
| GRADES | K-6 Elementary School | |
| ENROLLMENT | 369 Students | |
| PRINCIPAL | Daisy Wiley | 843-335-8347 |
| SUPERINTENDENT | H. Kenneth Dinkins, Ed.D. | 843-623-2175 |
| BOARD CHAIR | Jerry D. Holley | 843-335-8420 |

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 6 | 51 | 43 | 0 | 0 |

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 14 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

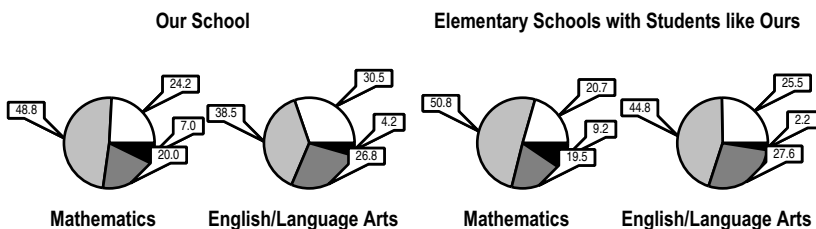
FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|------|------------------------|---------------------------|---------------------------------|
| 2001 | Average | Average | N/A |
| 2002 | Average | Average | N/A |
| 2003 | Average | Unsatisfactory | No |
| 2004 | | | |

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

| | | |
|--|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students | Parents |
|--|-----------------|-----------------|----------------|
| Number of surveys returned | 22 | 44 | 35 |
| Percent satisfied with learning environment | 77.3% | 63.6% | 79.4% |
| Percent satisfied with social and physical environment | 77.3% | 52.3% | 57.1% |
| Percent satisfied with home-school relations | 66.7% | 72.7% | 73.5% |

PACT PERFORMANCE BY GROUP

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced | State Objective |
|--------------------------------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|-----------------|
| English/Language Arts | | | | | | | | |
| All students | 228 | 99.1 | 30.5 | 38.5 | 26.8 | 4.2 | 31.0 | 17.6 |
| Gender | | | | | | | | |
| Male | 104 | 99.0 | 41.7 | 36.5 | 19.8 | 2.1 | 21.9 | 17.6 |
| Female | 124 | 99.2 | 21.4 | 40.2 | 32.5 | 6.0 | 38.5 | 17.6 |
| Racial/Ethnic Group | | | | | | | | |
| White | 156 | 99.4 | 25.2 | 39.5 | 29.9 | 5.4 | 35.4 | 17.6 |
| African-American | 64 | 100.0 | 40.0 | 38.3 | 20.0 | 1.7 | 21.7 | 17.6 |
| Asian/Pacific Islander | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Hispanic | 8 | 87.5 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| American Indian/Alaskan | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Disability Status | | | | | | | | |
| Not disabled | 203 | 99.5 | 27.4 | 40.0 | 28.4 | 4.2 | 32.6 | 17.6 |
| Disabled | 25 | 96.0 | 56.5 | 26.1 | 13.0 | 4.3 | 17.4 | 17.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-migrant | 228 | 99.1 | 30.5 | 38.5 | 26.8 | 4.2 | 31.0 | 17.6 |
| English Proficiency | | | | | | | | |
| Limited English proficient | 5 | 80.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-limited English proficient | 223 | 99.6 | 29.3 | 38.9 | 27.4 | 4.3 | 31.7 | 17.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 132 | 98.5 | 42.0 | 37.0 | 20.2 | 0.8 | 21.0 | 17.6 |
| Full-pay meals | 96 | 100.0 | 16.0 | 40.4 | 35.1 | 8.5 | 43.6 | 17.6 |

| | | | | | | | | |
|--------------------------------|-----|-------|------|------|------|------|------|------|
| Mathematics | | | | | | | | |
| All students | 228 | 100.0 | 24.2 | 48.8 | 20.0 | 7.0 | 27.0 | 15.5 |
| Gender | | | | | | | | |
| Male | 104 | 100.0 | 32.0 | 49.5 | 13.4 | 5.2 | 18.6 | 15.5 |
| Female | 124 | 100.0 | 17.8 | 48.3 | 25.4 | 8.5 | 33.9 | 15.5 |
| Racial/Ethnic Group | | | | | | | | |
| White | 156 | 100.0 | 14.2 | 50.7 | 25.0 | 10.1 | 35.1 | 15.5 |
| African-American | 64 | 100.0 | 45.0 | 45.0 | 10.0 | N/A | 10.0 | 15.5 |
| Asian/Pacific Islander | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Hispanic | 8 | 100.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| American Indian/Alaskan | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Disability Status | | | | | | | | |
| Not disabled | 203 | 100.0 | 19.9 | 50.3 | 22.5 | 7.3 | 29.8 | 15.5 |
| Disabled | 25 | 100.0 | 58.3 | 37.5 | N/A | 4.2 | 4.2 | 15.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-migrant | 228 | 100.0 | 24.2 | 48.8 | 20.0 | 7.0 | 27.0 | 15.5 |
| English Proficiency | | | | | | | | |
| Limited English proficient | 5 | 100.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-limited English proficient | 223 | 100.0 | 23.0 | 49.3 | 20.6 | 7.2 | 27.8 | 15.5 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 132 | 100.0 | 34.7 | 52.9 | 10.7 | 1.7 | 12.4 | 15.5 |
| Full-pay meals | 96 | 100.0 | 10.6 | 43.6 | 31.9 | 13.8 | 45.7 | 15.5 |

Abbreviations for Missing Data

| | | | | | | | |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|

PACT PERFORMANCE BY GRADE LEVEL

| | | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|-----------------------|---------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2002 | Grade 3 | 54 | N/A | 20.4 | 33.3 | 37.0 | 9.3 | 46.3 |
| | Grade 4 | 58 | N/A | 28.1 | 45.6 | 26.3 | N/A | 26.3 |
| | Grade 5 | 55 | N/A | 32.1 | 50.9 | 17.0 | N/A | 17.0 |
| | Grade 6 | 37 | N/A | 30.6 | 33.3 | 30.6 | 5.6 | 36.1 |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2003 | Grade 3 | 53 | 100.0 | 3.9 | 35.3 | 45.1 | 15.7 | 60.8 |
| | Grade 4 | 63 | 96.8 | 30.9 | 38.2 | 29.1 | 1.8 | 30.9 |
| | Grade 5 | 59 | 100.0 | 38.2 | 43.6 | 18.2 | N/A | 18.2 |
| | Grade 6 | 53 | 100.0 | 48.1 | 36.5 | 15.4 | N/A | 15.4 |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

| Mathematics | | | | | | | | |
|-------------|---------|-----|-------|------|------|------|------|------|
| 2002 | Grade 3 | 54 | N/A | 16.7 | 40.7 | 24.1 | 18.5 | 42.6 |
| | Grade 4 | 58 | N/A | 33.3 | 43.9 | 15.8 | 7.0 | 22.8 |
| | Grade 5 | 55 | N/A | 45.3 | 47.2 | 7.5 | N/A | 7.5 |
| | Grade 6 | 37 | N/A | 27.8 | 41.7 | 19.4 | 11.1 | 30.6 |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2003 | Grade 3 | 53 | 100.0 | 29.4 | 45.1 | 21.6 | 3.9 | 25.5 |
| | Grade 4 | 63 | 100.0 | 21.1 | 49.1 | 22.8 | 7.0 | 29.8 |
| | Grade 5 | 59 | 100.0 | 27.3 | 52.7 | 14.5 | 5.5 | 20.0 |
| | Grade 6 | 53 | 100.0 | 19.2 | 48.1 | 21.2 | 11.5 | 32.7 |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n= 369) | | | | |
| First graders who attended full-day kindergarten | N/A | N/A | N/A | N/A |
| Retention rate | 3.5% | No change | 2.6% | 2.4% |
| Attendance rate | 92.0% | Down from 95.0% | 95.7% | 95.9% |
| Meeting grade 1 and 2 readiness standards | N/A | N/A | N/A | N/A |
| Eligible for gifted and talented | 11.6% | Up from 8.6% | 12.7% | 13.2% |
| On academic plans | N/A | N/A | N/A | N/A |
| On academic probation | N/A | N/A | N/A | N/A |
| With disabilities other than speech | 7.1% | Down from 8.0% | 8.2% | 8.0% |
| Older than usual for grade | 1.6% | Up from 1.4% | 1.0% | 1.1% |
| Suspended or expelled | 1.4% | Down from 2.7% | 0.0% | 0.0% |

| | | | | |
|---------------------------------------|-----------|------------------|-----------|-----------|
| Teachers (n= 26) | | | | |
| Teachers with advanced degrees | 50.0% | Down from 52.0% | 46.8% | 50.0% |
| Continuing contract teachers | 96.2% | Up from 96.0% | 86.7% | 85.3% |
| Highly qualified teachers | N/A | N/A | N/A | N/A |
| Teachers returning from previous year | 95.6% | Up from 87.9% | 87.3% | 86.2% |
| Teacher attendance rate | 95.0% | Up from 94.5% | 95.2% | 95.3% |
| Average teacher salary | \$38,059 | Up 0.3% | \$39,473 | \$39,909 |
| Prof. development days/teacher | 11.8 days | Up from 9.1 days | 11.4 days | 11.4 days |

| | | | | |
|------------------------------------|-----------|-------------------|-----------|-----------|
| School | | | | |
| Principal's years at school | 3.0 | Up from 2.0 | 3.5 | 4.0 |
| Student-teacher ratio | 16.4 to 1 | Up from 14.2 to 1 | 18.7 to 1 | 18.9 to 1 |
| Prime instructional time | 84.7% | Down from 87.2% | 89.3% | 89.7% |
| Dollars spent per pupil* | \$5,443 | Up 17.8% | \$5,667 | \$5,892 |
| Percent spent on teacher salaries* | 68.2% | Down from 70.7% | 66.8% | 66.6% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 92.1% | Down from 99.0% | 99.0% | 99.0% |
| SACS accreditation | yes | N/A | yes | yes |

* Prior year audited financial data are reported.

| | Our District | State |
|---|--------------|-------|
| Highly qualified teachers in low poverty schools | N/A | N/A |
| Highly qualified teachers in high poverty schools | N/A | N/A |

| Abbreviations for Missing Data | | | | | | | |
|--------------------------------|----------------|------------|---------------|------------|--------------|------------|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2002-2003 school year at McBee Elementary School has been an exciting year of adjustment to our new facility. Our students have excelled in academics, artistic expression and character development. We are very proud of the accomplishments of our students and staff described in this report.

This year brought a significant decrease in the number of students scoring "below basic" in English/Language Arts and Mathematics on the Palmetto Achievement Challenge Test (PACT). Eleven fifth graders met the requirements for initiation into the Junior Beta Club. Two students were school and district winners of the Young Writers Contest and attended the Young Writers Conference in Columbia. Our school's chorus performed at Disney World and received a banner. The Student Council assisted with the purchase of classroom supplies and incentives. An artist-in-residence provided instruction in making clay figures.

Our teachers were involved in professional development throughout the year at the school, district, and state levels. They participated in many conferences, completed courses, conducted workshops, and served on district-level committees. The SCRI reading initiative was fully implemented in several classes. One teacher received an EIA grant for an outdoor science classroom.

Our school has very successful PTA, Business Partnership, and parent volunteer programs. The PTA purchased a new playground unit, contributed funds for murals, and recognized teachers during National Education and Teacher Appreciation weeks. Business partners' donations provided personal supplies for students, classroom supplies, and books for the library. Our volunteer program surpassed its goal for the third year in a row and received district incentive funds. Other community organizations supported our school by providing tutors, mentors, Career Day guest speakers, incentives, and other miscellaneous supplies.

McBee Elementary School continues to provide an excellent educational experience for our students. We believe in our motto, "Learners Today . . . Leaders Tomorrow."

Daisy Wiley, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.